

# **IOWA COLLEGE STUDENT AID COMMISSION**

## **Drake University Application for Voluntary Postsecondary Registration in Iowa April 15, 2016**

### **STAFF ACTION:**

***Approve Drake University's voluntary application for postsecondary registration in Iowa for a two-year term that begins on April 15, 2016, and ends on April 15, 2018.***

### **Registration Purpose**

Drake University ("Drake" or "the University") lawfully operates a postsecondary, degree-granting institution in Iowa under an exemption from registration in Iowa Code Section 261B.11, subsection 1, paragraph "j": "Higher education institutions that meet the criteria established under section 261.9, subsection 1." The criteria referenced in Iowa Code Section 261.9, subsection 1, establish institutional eligibility for the Iowa Tuition Grant Program. Drake meets the Iowa Tuition Grant Program institutional eligibility criteria. For this purpose, whether an institution actually awards funds from this state grant program is irrelevant.

Thus, Drake University is not required to seek the explicit approval of the State of Iowa in order to lawfully offer postsecondary degree programs in Iowa. For the purpose of the federal Department of Education's rules in 34 CFR 600.9 that require federal student aid participating schools to be authorized by an action of the State in which the school is located, Drake is listed in Iowa Administrative Code 281-Chapter 21, by name, as a private nonprofit, degree-granting postsecondary educational institution that lawfully operates in Iowa.

However, Drake University has elected, voluntarily, to seek official designation by the Iowa College Student Aid Commission as a registered school under Iowa Code Chapter 261B and associated rules in Iowa Administrative Code 281-Chapter 21 that are in effect as of the date of this report. The University desires the Commission's registration approval as a preliminary step toward requesting approval to participate in the Commission's interstate distance education reciprocity agreement (SARA).

### **Institutional Information**

Drake University is a private, non-profit postsecondary institution that provides instruction via face-to-face and distance education delivery modalities from its main campus located at 2507 University Ave., Des Moines, Iowa. The University also maintains additional instructional sites in Iowa. The University's chief executive officer is Earl Martin, at the same address. The University's designated Iowa contact person is Kevin Saunders, Director of Institutional Research and Assessment, also at the same address. The Iowa Secretary of State records an active, domestic non-profit corporation registration #56865 for Drake University. The Iowa registered agent is Teresa Krejci, Drake University Chief Financial Officer.

*Physical facilities:* Drake University is located on a historic campus in the heart of Des Moines. A map of the campus is available online at <http://www.drake.edu/media/drakeuniversity/maps/campus-map-letter.pdf>. A walking tour guide can be found at [http://www.drake.edu/media/drakeuniversity/maps/2015-16\\_WalkingTourMap.pdf](http://www.drake.edu/media/drakeuniversity/maps/2015-16_WalkingTourMap.pdf).

Drake University's campus includes multiple facilities dedicated to academic instruction and residential life. These facilities include the Cowles Library; a separate Law Library that supports the Drake Law School; a theatre that hosts student and public events; a student-only workout facility; a TV production studio and digital editing suite that supports the School of Journalism and Mass Communication; a state of the art pharmacy practice lab used by the College of Pharmacy and Health Sciences; and the Fine Arts Center, which includes the Turner Jazz Center, a performance facility with a jazz-club atmosphere and top-notch recording system. The University also provides several facilities for athletics and recreation. These facilities include the Drake Stadium and Fieldhouse, which annually hosts a nationally renowned track-and-field event, the Drake Relays; Jacobson Athletic Complex, which includes a softball field; a recreational facility that includes an indoor pool and intramural basketball/volleyball courts; and the Knapp Center, a 7,000 seat arena that is home to Drake's men's and women's basketball and volley ball teams and that houses an indoor track.

*Instructional Methodology:* Drake University offers programs via in-person instruction combined with, in certain programs, clinical experiences in off-campus professional settings. One of the programs Drake offers that incorporates off-campus clinical experiences that may occur in states other than Iowa is the Doctor of Pharmacy program. During the fourth year of the Doctor of Pharmacy program, students complete four core rotations in community practice, hospital practice, acute care, ambulatory care, and no more than one non-patient care advance practice experience. The rotation year must provide a balance of inpatient and outpatient settings to allow students to practice at the entry level practice of pharmacy. The Doctor of Pharmacy clinical rotations expose students to a wide variety of practical experiences in areas that include administration, anticoagulation, cardiology, compounding, critical care, diabetes, psychiatry, mental and physical disabilities, geriatrics, and pediatrics. Drake students may apply for, and are routinely accepted to, advanced practice experiences in national associations such as the National Association of Chain Drug Stores, the American Pharmacists Association, the American Society of Health-System Pharmacists, the Federal Drug Administration, and the in the pharmaceutical industry. Also see *Field Experience* under the heading "Programs Offered under Registration."

The Continuing Education and Professional Development Department (CEPD) at Drake University offers select continuing education courses in a distance education delivery modality. Drake University CEPD offers non-degree, graduate level credit courses specific to K-12 teachers and administrators, school athletic coaches, and physical educators. These courses are offered in video, correspondence, and online formats. These courses are primarily of interest to teachers who are in need of graduate credit in specific content areas so they may move forward on the salary scale within their district or renew a teaching license. Some students use these courses as electives in graduate programs at colleges and universities within the United States and Canada.

*Accreditation:* Drake University is accredited by the Higher Learning Commission, a regional accrediting agency recognized by the federal Department of Education. In addition, the University has programmatic accreditation from the Accreditation Council for Pharmacy Education, which is also recognized by the federal Department of Education, for the Doctor of Pharmacy program that Drake will offer under the Commission's interstate distance education reciprocity agreement.

*Federal Stafford Loan Cohort Default Rate:* 1.4%. For comparison purposes, the national average default rate of all schools for the same student cohort is 11.8%.

*Graduation Rate* (the percentage of first-time, full-time undergraduate students who graduated within 150% of the normal time for program completion as reported to the federal Department of Education): 78%, as reported by the College Navigator for the cohort of students who began their studies in 2008.

*Average Loan Debt upon Graduation:* For students completing the Doctor of Pharmacy program for which the University requests coverage under the Commission's interstate distance education reciprocity agreement, \$99,454. The University does not track debt incurred by students attending its continuing education courses offered via distance education.

The Project on Student Debt [http://ticas.org/posd/map-state-data-2015#overlay=posd/state\\_data/2015/ia](http://ticas.org/posd/map-state-data-2015#overlay=posd/state_data/2015/ia) maintains debt upon graduation figures reported voluntarily by certain public and private colleges in Iowa to Peterson's Undergraduate Financial Aid and Undergraduate Databases. Drake University reported an institution-wide, debt upon graduation figure of \$31,546 for its undergraduate students who graduated in 2014.

*Record Preservation:* The University utilizes a multi-layer approach to protecting and preserving its data, including student records. Firewalls, intrusion prevention and detection systems, and other network devices analyze and actively block traffic across the network. Assets and systems used to store, transmit, and access data are protected using physical and logical access controls, anti-attack mechanisms, internal and external audits, and a structure of policies, standards, and procedures. Data is backed up nightly and replicated to a secure off-site location.

Under provisions of Iowa Code, the University of Iowa agrees to hold the student records of Drake University for at least 50 years should the University cease to exist. The University of Iowa agrees to maintain and provide official copies of these records.

*Transcript Requests:* Current and former students who are able to log into Blueview, the Drake University online student portal, may use the "order a transcript" link on the Student Services tab to request a transcript online. All other current or former students must make an online transcript request of the National Student Clearinghouse.

Instructions and links for making a transcript request are provided on the Drake University website at <http://www.drake.edu/studentrecords/transcripts/>. Commonly asked questions about requesting a Drake University transcript can be found on the University's website at <http://www.drake.edu/studentrecords/forms/transcriptfaq/>.

Drake University does not accept telephone or email requests for transcripts.

*Student Learning Resources:* The Cowles Library <https://library.drake.edu/find/> at Drake University provides students with remote access to the following:

- Article databases.
- A Catalog consisting of physical items (books, print journals, videos, CDs, government documents, etc.) and eBooks housed by both the Cowles Library and the separate Drake University Law Library.
- A journal list that specifically identifies journals that may be accessed online.
- A description of InterLibrary Loan procedures and a description of the responsibilities of students who request materials via InterLibrary Loan.
- An archive and special collections website that includes political papers and eScholarShare, the University's open access repository of scholarly materials maintained by Drake faculty and other members of the Drake community.
- Research Guides prepared by Drake Librarians and faculty to assist students with research.
- Course Reserves (print or online) that are course-specific and have been set aside by instructors for student use.
- Style manuals and citation guides for scholarly writing.
- Videos, images, and sounds that students may use in papers, presentations, and other academic projects or that have scholarly value for research, such as oral histories, musical performances, or audiobooks.

At <https://library.drake.edu/get-help/>, students find links to Frequently Asked Questions; Ask a Librarian; Subject Specialists, i.e., Drake Librarians who are assigned to particular topical areas to assist students in conducting research on that topic; Library hours; the Library Staff Directory; and procedures for using the Library and its materials and resources.

Ask a Librarian is a service available to students via phone, text, email, or chat. Chat access to a Librarian is available during regular reference hours, Monday – Thursday, 10 am to 10 pm; Friday 10 am to 5 pm, and Sunday 2 pm to 8 pm. Students may also schedule a reference consultation <https://library.drake.edu/consultation/> with a Librarian between the hours of 8 am and 5 pm Monday through Friday. Students are asked to schedule an appointment at least one day in advance to give Library research staff time to prepare. Appointments are usually scheduled for a one-half hour period.

Other student support services available from Drake University include:

- Academic Assistance <http://www.drake.edu/acadassist/> - the goal of this office is to provide students with the tools and support they need to be the best they can be academically, whether that means raising a grade point average, or giving a student the edge to elevate a grade to an A. In addition to small group discussion sessions, peer assistance, and lab sessions to supplement the classroom experience, Academic Achievement offers general success tools and a series of seminars each fall semester on topics such as study and test-taking strategies, library use, and dealing with anxiety.

- Tutoring <http://www.drake.edu/acadassist/tutoringpeerassistance/> - Many traditionally difficult classes offer supplemental instruction in small group format to enhance the classroom learning experience. Dedicated staff is available to assist a student who is having trouble with all classes. The University offers tutoring and posts a tutoring schedule each semester. Additional information regarding specific tutorial offerings and latest schedules may be available on individual University department websites.
- Self-help <http://www.drake.edu/acadassist/skillsforsuccess/> - At this site, students will find self-help skill guides for success in areas such as studying, test-taking, using note cards, time management, and avoiding burnout. Links on this site also lead to workshops and seminars, tutoring, and peer assistance.
- Professional and Career Development Services <http://www.drake.edu/career/> - this office assists students in discovering their interests, finding out more about what they can do with a particular major, and exploring occupations and job opportunities. Students have access to online self-help guides about building a cover letter and resume, and interviewing. Dedicated staff members are available by appointment to provide a cover letter and resume critique, a mock interview, or assist a student with career exploration.
- Counseling Center <http://www.drake.edu/counselingcenter/mission/> - the Counseling Center provides counseling, consultation, and educational services to resolve personal and developmental difficulties that may hinder students academically. Appointments for in-person counseling may be made by calling the Counseling Center, Monday through Friday from 8 am to 4:30 pm. Students may also leave messages on the Counseling Center voice mail and will receive a return call. Self-help information that is available via links <http://www.drake.edu/counselingcenter/selfhelplinks/> on the Counseling Center site includes topics such as anxiety, depression, health issues, mental illness, sexual assault, AIDS, alcohol and drugs, food and nutrition, smoking and tobacco prevention, and eating disorders.

### *Curriculum Evaluation and Development:*

Courses offered through the Drake University Continuing Education and Professional Development Department (CEPD) are evaluated by Drake's full-time faculty and must meet specific standards before they are made available. The CEPD has a cadre of grading instructors that grade all of the coursework in the distance education courses that the CEPD offers. Drake University has a Curriculum Director that trains its distance education grading cadre. This instructor training covers grading procedures and guidelines, course content, and Drake University academic policies.

After instructor training is complete, graded work is randomly selected and evaluated by Extension Education to ensure quality and consistency. Every time this is done, the grader is provided with a written evaluation of the coursework that was evaluated. Extension Education also has a number of meetings every year that are specific to the grading cadre. This keeps the grading team up to speed with course and policy changes.

All online instructors that teach for Drake University through its distance education partner PLS 3rd Learning are required to take a series of courses specific to teaching online. Included is a document that outlines the standards and requirements that PLS 3rd Learning has set for its online instructors. All course evaluations are made available to the Director of Extension Education and are reviewed regularly to ensure quality.

Instructors work with the Online Instructional Designer (OID) as soon as a new course need is identified and this interaction continues through course delivery. Work includes discussion of quality online design, recommendations and examples of quality online instruction, and training in the use of Blackboard and online pedagogy. The OID stays in communication as the faculty member continues to work on their course to more fully develop its content and discuss methods for multi-media integration. The OID loads content and assignments into the Learning Management System to ensure that the courses are consistent, directions are clear, and navigation is easy, so that issues with technology do not get in the way of the students' learning.

Recent major accomplishments in the College of Pharmacy and Health Sciences related to the curriculum include a complete mapping of the Doctor of Pharmacy curriculum, including measures of depth of coverage and progression of rigor. The University has made great strides toward enhancing inter-professional education including additions to the curriculum, and the organization or and membership in a regional collaborative. In addition, the Pharmacy Skills and Application course sequence has been implemented to provide an additional measure of student progression and preparation. The College of Pharmacy and Health Science continues its longstanding emphasis on innovative teaching and learning. Approaches actively used in the curriculum include Team-Based Learning, Process Oriented Guided Inquiry Learning (a classroom model to facilitate team and group learning early in the curriculum), breakouts, simulations, and a large variety of active learning methods that are used throughout the courses.

*Student Complaints Process:* Drake University provides information about its student complaint process on its website at <http://www.drake.edu/complaint/>.

Generally, Drake welcomes student opinions and feedback about policies, programs, and services in order to make changes that contribute to student success, development, and goal attainment. The University states its commitment to ensuring that students have access to appropriate procedures for articulating concerns and registering appeals.

Drake students must follow policies and procedures established within the University unit about which the student wishes to register a concern. Generally, these policies and procedures require the student to begin the process by discussing the topic of the student's concern with the staff, faculty, or department in which the student's issue originated.

The University's complaint procedures outlines and informal and formal complaint process:

- Informal Complaint Process <http://www.drake.edu/complaint/informal/> - a complaint is defined as a student's concern that a University unit's policy or procedure has been incorrectly or unfairly applied, or a student's formal charge against a person's behavior. In most instances, complaints can be resolved

through an informal process. A student may initiate the informal process by discussing the matter with the staff, faculty, or department in which the issue originated. If the issue is not resolved, the next contact will be the supervisor, department chair, or associate/assistant dean to investigate the issue and allegations.

- Formal Complaint Process <http://www.drake.edu/complaint/official/> - if the issue remains unresolved after following the appropriate informal complaint procedures, the student may choose to have the issue officially documented. Each University college and school and each non-curricular unit within the University has procedures for official complaints and appeals, which are consistent with the following general procedures:
  - ✓ The student submits an explanation of the concern or appeal to the Office of the Dean of the applicable University college or school, or if the concern relates to a non-curricular unit within the University, the Director of the appropriate unit. The student must demonstrate that he or she has already attempted to resolve the concern through the informal procedures.
  - ✓ To establish official documentation, the student must submit the complaint or appeal in writing. The student complainant must provide his or her name, the name of the University college or school that the student attends, and information about how the student may be contacted. In addition, the student complainant should provide a brief description of the circumstances including who has been involved and the current status of the issue.

Students must refer to the respective college, school, or non-curricular unit's policies and procedures for complaint submission and response timelines and procedures. Each college, school, or non-curricular unit will follow its respective policies and procedures in resolving formal complaints.

### **Programs Offered Under Registration**

*(Note: The programs and courses listed below are only those for which Drake University may need coverage under the Commission's interstate distance education reciprocity agreement (SARA). However, since the University's voluntary registration authorization to operate at a location in Iowa is at the institutional level, the Commission authorizes the institution to offer all of its programs in Iowa.)*

The estimated total charge for tuition, fees, books, and supplies applicable to each program is listed below.

### **Residential Programs Offered at the Drake University campus in Des Moines, Iowa**

#### *Doctoral Programs*

- Doctor of Pharmacy - \$137,976 (licensure program). The Iowa Board of Pharmacy requires that an applicant for an Iowa license to practice as a pharmacist graduate from a recognized college of pharmacy that is a United States institution and that meets the minimum standards of the Accreditation Council on Pharmaceutical (Pharmacy) Education. Drake University's Doctor of



Pharmacy program is accredited by the Accreditation Council for Pharmacy Education.

### Distance Education Programs

At this time, Drake University does not offer any programs via 100% distance education. However, the University offers select, graduate level, continuing education courses in education via distance education <http://www.drake.edu/cepd/distance/>.

*Field Experiences:* Students in the Doctor of Pharmacy program complete at least 300 hours of Introductory Pharmacy Practice Experiences (IPPE) during their first three years of study. These IPPE are designed to introduce students to the technical and professional expertise required to be effective in each environment and prepare students for their final year of clinical pharmacy rotations. IPPE include exposure to medication distribution activities, developing relationships with a patient in a long term care or elder care facility, training in a sterile compounding environment, servicing a population at risk for health disparities, and a variety of common pharmacy practices.

During the Doctor of Pharmacy program's fourth and final year, students must complete Advanced Pharmacy Practice Experiences (APPE), consisting of four core clinical rotations and four elective experiences, all of which are five weeks in duration.

At least one core rotation must be completed outside of the Des Moines area and one core rotation must serve a diverse patient population, which is defined as a patient base with a wide variety of ethnic or socio-economic backgrounds and/or the psychiatric community. Students choose these rotations from a list of sites with which Drake has existing, ongoing relationships.

Specific evidence of student competence is demonstrated in practice experiences throughout the program. Students are scored on competencies in each of the following areas: drug-problem solving, communication, product and service management, and professionalism.

Students develop an online portfolio within e-Value, Drake's online, experiential management software, which includes daily logs, abstracts of projects, drug therapy interventions, the student's curriculum vitae, papers, presentations, and documentation of hours completed. These submissions are available to faculty and clinical site preceptors/supervisors for assessment purposes.

Daily activities and interventions are evaluated in a timely fashion by preceptors throughout the experience. Students are evaluated at each site for each experience. Students are also asked to evaluate their own performance, the site, and the preceptor. The College monitors student progress after each experience throughout the clinical rotation year.

The Drake University College of Pharmacy and Health Sciences maintains an Experiential Education Office <http://www.drake.edu/pharmacy/experientialeducation/> that hosts a website with resources for preceptors and students. The University's Experiential Education Manual contains all processes and procedures, including assessment procedures, and is available online through the e-Value online portfolio



system. Sample syllabi are available through the Experiential Office website for each rotation type to aid preceptors in syllabi development for their sites. Sites are encouraged to work with individual students and adapt rotations to the specific needs and interests of the student. In order to respond to student needs, preceptors can view evaluations of previous rotations so that they can individualize rotation experiences.

## Registration Compliance

As required by Iowa Code Section 261B.4, Drake University disclosed its policy on refunding tuition charges for withdrawn students. These policies are addressed on the University's website <http://www.drake.edu/financialaidbasics/withdrawalinformation/tuitionchargesforcompletwithdrawals/>. The school's specific tuition refund policy is not a registration criterion; the University need only disclose its policy to the Commission and to students.

Administrative rules specifically require the school to comply with the requirements of Chapter 261.9(1) "e" through "h" by implementing the following policies.

- Iowa Code Section 261.9(1)(e) requires a school to maintain and disseminate a drug and alcohol abuse policy that includes sanctions for violation of the school's policy and information about the availability of drug or alcohol counseling or rehabilitation. Iowa Code Section 261.9(1)(f) requires a school to maintain and disseminate a sexual abuse policy that includes information about counseling opportunities and reporting instances of sexual abuse to school officials and law enforcement. Drake University provided compliant policies that address both of these requirements. These policies are disclosed to students in various locations that include dedicated webpages on the Drake University website, the University's Student Handbook, Student Code of Conduct, and Annual Security and Fire Safety Report:
  - <http://www.drake.edu/publicsafety/foryoursafety/campusprograms/>
  - <http://www.drake.edu/media/departmentsoffices/campussecurity/documents/DrakeU-AnnualSecurityAndFireSafetyReports-2015.pdf>
  - <http://www.drake.edu/publicsafety/foryoursafety/campusprograms/>
  - <http://www.drake.edu/media/departmentsoffices/campussecurity/documents/DrakeU-AnnualSecurityAndFireSafetyReports-2015.pdf>
  - <http://www.drake.edu/sexual-assault/sexualandinterpersonalmisconduct/>
  - <http://www.drake.edu/studentlife/handbook-resources/handbook/>
  - <http://www.drake.edu/media/departmentsoffices/deanofstudents/documents/StudentConductMarch2016.pdf>
- Iowa Code Section 261.9(1)(g) requires a school to maintain a special policy concerning institutional charges for members of the Iowa National Guard or reserve members of the U.S. Armed Forces, or the spouse of such a member if the member has a dependent child, when the service member or spouse must withdraw from the school because the service member has been called to active (Iowa) state or federal military duty or service. During the registration evaluation process, Drake University updated its military deployment policy to clarify that it includes the spouse of a deployed service member with a dependent child. The University posts the military deployment policy on a web page dedicated to that topic.

- Iowa Senate File 2225 created a new Iowa Code Section 261.9(1)(h). This law requires a school to develop and implement a policy for employees who, in the course of their employment, attend, examine, counsel, or treat a child and who suspect the physical or sexual abuse of that child. By cross-reference from existing administrative rules for registration [283-21.2(261B), subsection 7], this law applies to Iowa's registered schools. Drake maintains a compliant policy that it disclosed to staff as part of its registration application. The University discloses this policy on an internal website that is specific to employee-related University policies.

*Student Consumer Information:* In its registration application, the University affirms its willingness to comply with the requirements of Iowa Code Chapter 261.9, as stipulated by Iowa Code Section 261B.4(8). Chapter 261.9 requires disclosure to students of information about the school's programs, charges, tuition refund policies, whether a certificate or diploma awarded by the school is applicable toward a degree program the school offers, and the identity of the school's accrediting agency. These disclosures are in place and available to students through a variety of webpages and documents posted to the Drake website, as follows:

- <http://www.drake.edu/pharmacy/doctorofpharmacy/pharmdcurriculum/>
- <http://www.drake.edu/cepd/>
- <http://www.drake.edu/catalog/graduate/2014-2015/> (see course descriptions link at the bottom of the web page)
- <http://www.drake.edu/accounts/tuitionfees/>
- [http://www.drake.edu/media/departments/offices/studentfinancialplanning/documents/2015-2016documents/2015-16%20Drake%20Financial%20Aid%20Handbook\\_2.18.15.pdf](http://www.drake.edu/media/departments/offices/studentfinancialplanning/documents/2015-2016documents/2015-16%20Drake%20Financial%20Aid%20Handbook_2.18.15.pdf)
- <http://www.drake.edu/catalog/graduate/2014-2015/collegeofpharmacyandhealthsciences/policies/>
- <http://www.drake.edu/cepd/aea/>
- <http://www.drake.edu/acad/accreditation/>

Iowa Code Section 261B.7 states that, while a school must not represent that it is "approved" or "accredited" by the Commission or the State of Iowa, a registered school must disclose that the school is registered by the Commission on behalf of the state of Iowa and provide the Commission's contact information for students who wish to inquire about the school or file a complaint. Drake University will provide this disclosure to students in the General Information section of the appropriate Catalog.

*Financial Responsibility:* Drake University submitted the audit report of an independent accounting firm, Deloitte and Touche, LLP, dated October 9, 2015, for the institutional fiscal years ending June 30, 2015 and 2014. The accounting firm stated its opinion that the school's financial statements present fairly, in all material respects, the school's financial position. The University posts its financial audit on its website at <http://www.drake.edu/busfin/reports/>.

The federal Department of Education requires a private non-profit school that participates in the federal student aid programs to maintain a composite score, based on a three-factor financial responsibility ratio, of at least 1.5 in order to be determined financially responsible without additional oversight. The most recent financial

responsibility composite score reported for Drake by the federal Department of Education is for the institutional fiscal year ending June 30, 2014, when the University's composite score was 3.0 (out of a maximum score of 3.0).

*Full-Time Iowa Resident Faculty Member or Program Coordinator:* Drake employs 289 full-time and 138 part-time, Iowa-based faculty members. Additional information about faculty appears below.

#### *Instructional/Supervisory Staff Qualifications:*

The University's provided a list of the faculty providing instruction in the Continuing Education and Professional Development Department (CEPD), which included the instructor's general teaching assignment and highest degree attained. All of the members of the distance education grading cadre have at least a master's degree as well as a K-12 teaching and/or coaching background. Some instructors have a doctoral degree. These instructors have educational backgrounds in areas such as counseling, special education, religion, educational leadership, adult education, child development, curriculum and instructional media, public administration, and secondary school administration.

Drake University posts faculty profiles <http://www.drake.edu/cphs/directory/> for full-time and adjunct faculty members in the Doctor of Pharmacy program. Of 29 profiles reviewed, all have a doctoral degree. Professional expertise among these faculty members is, in the majority, in pharmacy. Faculty possess a wide range of educational, experiential, or research-related expertise in areas that includes internal medicine, cardiac care, acute care, pediatric infectious disease, diabetes, geriatrics, leukemia, Alzheimer's disease, depression, psychiatric and substance-abuse disorders. Several faculty members have significant experience providing instruction in a higher education environment; some are the recipient of distinguished faculty awards or recognition. Many are active in research and are the authors of professional publications.

*Commitment to Iowa Students and Teach-Out:* By executing an electronic signature on the registration application, Drake University President Earl Martin committed to the delivery of programs Drake offers and agreed to provide alternatives for students to complete programs at Drake or another school if the University closes a program, or if Drake closes before students have completed their courses of study.

### **Additional Information**

#### **Compliance with Iowa Code Chapter 714**

##### *Section 714.18 – Evidence of Financial Responsibility*

Drake University is exempt from the financial responsibility (i.e., bonding) requirements of Iowa Code Section 714.18. The University qualifies for the following exemption listed in Iowa Code Section 714.19, subsection 10: "Private nonprofit schools that meet the criteria established under [Iowa Code] section 261.9, subsection 1." The criteria established under Iowa Code section 261.9, subsection 1, are the institutional eligibility criteria that qualify a school for participation in the Iowa Tuition Grant program. Drake meets the institutional eligibility criteria, and therefore qualifies for the financial

responsibility exemption. For this purpose, whether a school actually awards funds from the Iowa Tuition Grant program is immaterial.

#### *Section 714.23 – State Tuition Refund Policy*

The Iowa tuition refund policy does not apply to Drake University because it is a private nonprofit institution.

#### **Compliance with Iowa Code Chapter 261F**

Drake University posts on its website a Code of Conduct for Educational Loans [http://www.drake.edu/media/departments/offices/studentfinancialplanning/migratedassets/Loan\\_Code\\_of\\_Conduct\\_Summary2.pdf](http://www.drake.edu/media/departments/offices/studentfinancialplanning/migratedassets/Loan_Code_of_Conduct_Summary2.pdf) that addresses provisions of Iowa Code Chapter 261F. The Drake Code of Conduct appears to be an accurate and comprehensive reflection of Iowa Code provisions that govern certain aspects of business relationships between private education loan lenders and school personnel who have responsibilities related to education loans.

Iowa Code Chapter 261F also requires schools that participate in a preferred lender arrangement to provide certain loan-related disclosure to students the school refers to its preferred lenders. Staff finds no evidence that Drake refers students to an entity engaged in the business of offering alternative education loan financing.